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ABSTRACT

Results are presented of a survey conducted by the Pennsylvania Department of Education into the development of teaching skills and abilities of recent graduates of performance based teacher preparation programs and into their perceptions of the characteristics of these programs. The survey instrument was divided into two sections. Section One investigated teacher perceptions of the programs in which they participated (program objectives, methods of instruction, evaluation methods, and program flexibility) with responses measured on a four-point scale. Section Two elicited teacher ratings, on a three-point scale, of the importance, level of skill attainment, and level of use of twenty-two teaching skills and abilities. Data are presented on (1) mean scores for all 1975 and 1976 respondents who had graduated from Pennsylvania colleges during the academic year prior to their first teaching position; (2) findings for individual colleges in the 1976 sample; and (3) mean scores on the program characteristics and mean ratings for the twenty-two skill and ability statements. (HJB)

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1976 FIRST-YEAR TEACHER SURVEY



Pennsylvania Department of Education 1977

SP011 969

'1976 FIRST-YEAR TEACHER SURVEY

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August 1977

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1976 FIRST-YEAR TEACHER SURVEY

In 1974, the department's Divisions of Teacher Education and Research initiated a study of competency-based teacher education in the form of a survey of first-year teachers. This survey was designed to assess the development of teaching skills and abilities of recent graduates of teacher preparation programs and to collect their perceptions of the characteristics of these programs.

The First-Year Teacher Survey, sent to all Pennsylvania public school district superintendents, requested their cooperation in getting copies to each first-year teacher in the school district. This distribution was made in the fall of 1975, the spring of 1976 and again in the fall of 1976. In the 1976 fall distribution, surveys were also sent to all diocesan superintendents, who were asked to send copies to their first-year teachers. The 1975 results were reported in a May 1976 PDE publication, "First-Year Teacher Survey: Results of 1975 Distribution." As the results from the spring of 1976 were not significantly different from the fall findings, the decision was made to continue each year with only a fall survey.

Some revisions were made in the original survey items for the fall 1976 distribution. In the section on Teacher Education Program Characteristics, the B subscale of six items concerning instructional practices was completely changed. Also, minor wording changes were made in items in both the C and D subscales on student evaluation and program planning; the changes may or may not have changed the impact of the items. Because of these revisions, any comparison between scores from 1975 and those from 1976 is questionable and must be done very cautiously. In the Teaching Skill and Ability Statements, only two items--numbers 9 and 22--were altered. Therefore, a year-to-year comparison of these 22 items could be made with greater confidence. The 1976 survey form is included as an attachment to this report.

Table 1 shows the mean scores for all 1975 and 1976 respondents who had graduated from Pennsylvania colleges during the academic year prior to their first teaching position. Because of the item revision explained above, the total scale increase of one point on Teacher Education Program Characteristics may be attributed completely or partially to the differences in the items rated. It cannot be considered a meaningful change.

For Teaching Skill and Ability Statements, Table 1 shows that 1975 and 1976 mean ratings did not differ by greater than one-tenth of a point except for items 9 and 22, the two revised items. Even in these cases the means differed by only two-tenths.

Table 2, showing the findings for individual colleges in the 1976 sample, indicates the total number of responses for the institution (ranging from 1 to 100), subscale mean scores and total mean scores for Teacher Education Program Characteristics, mean ratings for Importance, Development and Use for the Teaching Skill and Ability Statements, and number of respondents who reported that they were able to accelerate completion of their teacher certification programs on the basis of previously developed abilities or life experiences. (For those colleges included in the 1975 report, the letter designation is the same as in that report.) However, comparing the results for the two years is a questionable practice because of item changes in content or wording. In the total Pennsylvania sample, 32 per cent of the 1976 respondents were able to accelerate, compared with 33 per cent in the previous year.

Table 3 gives the mean scores on the program characteristics and mean ratings for the 22 skill and ability statements for the various certification areas in the

Table 1
First-Year Teacher Survey
1975 and 1976 Statewide Means

TEACHER EDUCATION PROGRAM CHARACTERISTICS

For the total Program Characteristics scale, scores can range from 0 to 60 with a midpoint of 30. For the four-item subscales A and D, the possible range is 0 to 12 with a midpoint of 6; for the six-item subscales B and C, the possible range is 0 to 18 with a midpoint of 9. Scores toward the high end of the range indicate a results-oriented program; lower scores reflect a more subject-oriented program.

	1976, N=1107		1975, N=1866	
	Mean	S.D.	Mean	S.D.
A. Program Objectives	5.9	1.64	5.9	1.64
B. Instructional Practice	6.4	2.44	5.9	2.87
C. Student Evaluation	6.4	3.27	5.6	3.22
D. Program Planning	3.3	1.88	3.6	2.03
Total Program Characteristics	22.0	6.57	21.0	7.26

TEACHING SKILL AND ABILITY STATEMENTS

The ratings for "Importance" and "Development" range from 1 to 4; for "Use", from 1 to 2. Because all scores were reversed in calculating mean ratings, a rating at the lower end of the range reflects low importance, development or use, and a higher rating reflects more importance, higher level of development or more use.

Item Number	Importance		Development		Use	
	1976	1975	1976	1975	1976	1975
1.	3.7	3.7	3.0	3.0	1.9	1.9
2.	3.9	3.9	3.3	3.3	2.0	2.0
3.	3.4	3.4	3.0	2.9	1.8	1.8
4.	3.7	3.8	2.8	2.9	1.7	1.7
5.	3.7	3.8	3.2	3.2	1.9	1.9
6.	3.6	3.7	3.0	3.0	1.9	1.9
7.	3.8	3.9	3.2	3.2	1.9	2.0
8.	2.7	2.8	2.5	2.5	1.4	1.4
9.	3.1	3.3	2.5	2.5	1.4	1.5
10.	3.5	3.6	2.8	2.8	1.7	1.7
11.	3.8	3.9	3.3	3.2	2.0	2.0
12.	3.8	3.8	3.3	3.3	2.0	2.0
13.	3.7	3.8	3.1	3.0	1.9	1.9
14.	3.6	3.6	3.0	3.0	1.8	1.8
15.	3.7	3.7	3.0	3.0	1.8	1.8
16.	3.6	3.6	3.0	3.0	1.9	1.8
17.	3.7	3.7	3.0	3.0	1.9	1.9
18.	3.4	3.5	3.0	3.0	1.8	1.8
19.	3.1	3.1	2.3	2.3	1.4	1.4
20.	3.4	3.4	3.0	2.9	1.8	1.8
21.	3.6	3.6	3.1	3.0	1.8	1.9
22.	3.3	3.5	2.7	3.0	1.7	1.8
Mean Rating	3.5	3.6	3.0	3.0	1.8	1.8

Table 2

1976 First Year-Teacher Survey
Scores by Separate Colleges in Pennsylvania

College Code	Number Responding	Teacher Education Program Characteristics*					Mean Rating for Teaching Skill and Ability Statement			Number Reporting Acceleration
		Part and Total Mean Scores					Importance	Development	Use	
		A	B	C	D	Total				
A	4	4.8	7.0	6.8	2.8	21.3	3.5	2.5	1.7	0
A1	1	8.0	8.0	11.0	5.0	32.0	4.0	3.6	2.0	0
A3	3	6.7	6.0	9.3	2.3	24.3	3.4	3.2	1.9	1
C	4	6.5	7.0	9.3	5.8	28.5	3.8	3.5	1.9	1
D	62	5.6	6.6	5.5	3.1	20.7	3.6	3.0	1.8	18
E	2	4.0	2.0	1.5	0.0	7.5	3.3	2.8	1.5	1
F	5	6.4	7.8	9.6	3.0	26.8	3.1	2.9	1.8	3
G	34	6.6	5.8	5.6	3.4	21.2	3.6	3.0	1.8	16
I	1	6.0	8.0	9.0	4.0	27.0	4.0	3.2	2.0	1
J	3	6.7	6.3	6.7	3.3	23.0	3.8	2.7	1.9	2
K	1	3.0	11.0	11.0	3.0	28.0	3.9	3.2	1.9	1
L	2	6.0	5.5	10.5	2.0	24.0	4.0	4.0	2.0	1
M	5	6.6	7.2	8.2	3.8	25.8	3.4	3.2	1.7	3
N	38	6.1	6.6	5.9	3.6	22.2	3.5	3.1	1.8	17
O	6	6.2	5.0	5.5	2.5	19.2	3.6	2.8	1.7	1
P	2	6.0	9.0	10.0	4.0	29.0	3.4	3.2	1.7	0
Q	2	7.0	6.5	9.0	3.5	26.0	3.5	3.1	1.7	2
R	12	5.8	5.7	5.9	4.5	21.9	3.6	3.0	1.8	3
S	41	5.9	6.1	5.7	3.0	20.7	3.7	3.1	1.8	17
T	1	7.0	7.0	14.0	4.0	32.0	3.0	2.8	1.6	1
U	53	5.9	5.7	5.7	2.8	20.1	3.5	2.9	1.8	16
V	6	7.2	8.5	9.8	4.2	29.7	3.2	2.8	1.7	3
W	1	4.0	10.0	11.0	4.0	29.0	2.9	2.9	1.9	1
X	2	9.0	5.0	9.5	6.0	29.5	3.4	2.8	1.8	0
Y	6	6.0	5.0	5.5	3.8	20.3	3.6	3.0	1.8	2
Z	4	6.5	5.3	8.3	4.3	24.3	3.3	2.7	1.7	1
AA	5	6.0	8.6	6.2	2.0	22.0	3.4	3.0	1.8	1
BB	2	6.5	5.0	8.0	5.0	24.5	3.5	3.2	1.8	0
BB1	2	8.0	6.0	6.0	3.0	23.0	3.8	3.7	2.0	0
CC	4	7.3	4.3	8.3	3.5	23.3	3.7	2.9	1.8	1
DD	100	6.0	5.8	4.6	3.3	19.7	3.6	3.0	1.8	31
EE	4	6.3	7.3	11.3	4.8	29.8	3.6	2.8	1.8	0
GG	56	5.4	6.5	6.2	3.3	21.4	3.6	3.0	1.8	17
HH	2	8.0	3.0	7.0	3.5	21.5	3.4	2.9	1.7	0
II	7	7.0	8.1	10.7	4.0	29.9	3.3	2.8	1.8	1
JJ	13	6.9	5.9	6.4	2.8	22.1	3.5	2.9	1.7	0
KK	1	4.0	5.0	0.0	0.0	9.0	3.5	2.4	1.6	0
LL	1	6.0	7.0	10.0	3.0	26.0	3.5	3.0	1.8	0
MM	44	6.0	6.9	7.7	3.5	24.0	3.4	2.8	1.8	11
NN	1	8.0	12.0	9.0	4.0	33.0	3.6	3.5	1.9	1
OO	29	5.9	6.8	6.1	3.3	22.1	3.5	3.0	1.8	11
PP	11	6.1	6.3	7.6	3.7	23.7	3.6	3.0	1.8	1
QQ	2	7.0	7.5	8.5	3.0	26.0	3.5	3.0	1.8	2
RR	15	7.2	6.3	8.1	5.0	26.6	3.6	2.9	1.8	6
SS	84	5.6	6.4	6.2	3.1	21.3	3.5	2.9	1.8	26
TT	2	5.0	6.5	9.0	1.5	22.0	3.5	2.9	1.8	0
UU	6	6.7	9.3	10.5	5.5	32.0	3.3	2.7	1.7	1
VV	2	6.0	7.0	8.5	3.0	24.5	3.7	3.2	1.8	0
WW	90	5.5	6.2	6.0	3.0	20.8	3.5	3.0	1.8	39
XX	5	6.4	6.8	10.0	3.6	26.8	3.7	3.4	1.8	2
ZZ	1	4.0	6.0	7.0	0.0	17.0	3.6	3.0	1.8	0
BBB	3	5.7	5.7	10.0	2.7	24.0	3.3	2.8	1.7	0
CCC	7	6.3	8.0	7.7	4.6	26.6	3.5	3.1	1.9	4
DDD	1	5.0	9.0	14.0	1.0	29.0	3.2	2.5	1.7	0
EEE	3	7.7	10.7	10.7	4.0	33.0	3.7	3.5	1.7	2
FFF	9	6.3	6.9	7.2	3.4	23.9	3.6	3.0	1.7	3
GGG	56	5.6	6.1	4.9	3.2	19.9	3.5	2.8	1.8	13
HHH	43	6.1	6.0	5.1	3.0	20.2	3.6	3.0	1.8	10
III	10	6.2	6.9	6.8	2.8	22.7	3.3	2.8	1.7	2
JJJ	43	5.7	7.1	7.8	3.6	24.2	3.5	3.0	1.8	18
KKK	9	6.4	6.9	8.8	2.9	25.0	3.5	2.9	1.8	2
LLL	11	5.5	7.3	9.3	3.0	25.1	3.7	3.1	1.8	5
MMM	25	5.8	7.7	9.0	3.2	25.8	3.6	3.1	1.8	9
NNN	8	6.5	7.3	8.0	4.1	25.9	3.3	2.9	1.8	2
OOO	1	8.0	9.0	8.0	2.0	27.0	3.9	3.5	2.0	1
PPP	1	3.0	9.0	6.0	2.0	20.0	3.6	2.6	1.8	0
RRR	2	7.0	4.5	4.0	2.0	17.5	3.8	3.4	1.9	0
SSS	1	6.0	9.0	9.0	4.0	28.0	3.9	3.9	1.8	0
TTT	1	6.0	7.0	4.0	3.0	20.0	3.4	2.8	1.8	0
UUU	53	5.9	5.8	5.7	2.8	20.2	3.6	3.0	1.8	9
VVV	12	6.1	5.9	7.9	3.4	23.3	3.5	2.7	1.7	2
WWW	1	6.0	6.0	11.0	2.0	25.0	3.3	3.0	1.6	1
XXX	8	5.5	6.9	9.1	3.8	25.3	3.4	2.8	1.8	3
ZZZ	7	7.7	5.9	3.6	2.7	19.9	3.2	2.7	1.6	2
Other Pa. Colleges	2	8.0	6.0	10.0	6.5	30.5	3.6	3.2	1.8	0
Total Pa.	1,107	5.9	6.4	6.4	3.3	22.0	3.5	3.0	1.8	351
Non-Pa.	90	6.3	7.4	7.6	3.6	24.9	3.5	3.0	1.8	

*A - Program Objectives
B - Instruction
C - Student Evaluations
D - Program Development

Pennsylvania sample. Only 18 of the certification areas shown had samples of 10 or more. The mean scores for these 18 areas range from a low of 18.3 for holders of the certificate to teach emotionally disturbed children to a high of 25.0 for art teachers. Other more extreme scores appear in the table, but only for samples of 1 or 2.

How do graduates of Pennsylvania teacher preparation programs compare with graduates of schools outside the state? Table 1 shows that 90 teachers prepared elsewhere responded to the survey. While this is a small sample of the hundreds of non-Pennsylvania institutions, it still may be instructive to look at the results. On the Teaching Skill and Ability Statements the mean ratings for both Pennsylvania and non-Pennsylvania samples are exactly the same. On the Teacher Education Program Characteristics total scale and subscales, however, all mean scores for the out-of-state schools are higher than for the in-state group. Does this mean schools within Pennsylvania are more subject-oriented? Do school administrators tend to hire outsiders selectively, choosing teachers trained in out-of-state institutions with more results-oriented programs? Many explanations are possible.

No conclusions about institutional changes can be validly drawn from these survey results. If the same survey is administered over a period of years, the trend of changes may show whether there is any movement in teacher preparing institutions toward subject- or results-oriented programs. The midpoint of the Teacher Education Program Characteristics scale is 30. At present three schools had one person who rated its program above 30, but, with only one in the sample, bias is highly likely. Two schools with larger samples (3 and 6) were above this midpoint in 1976 and both were fairly high in 1975. According to the characteristics, they may be moving toward a results-oriented program, but the small numbers involved and the item changes in the 1976 survey combine to cast doubt on the validity of this (or any) conclusion. However, if the same institutions continue to receive similar or higher scores over a few more years, the possibility that such an effort may be due to chance becomes less and less likely. Therefore, it seems reasonable to continue the survey for a number of years so that any trends may be validated by time.

Table 3

1976 First-Year Teacher Survey
Scores for Certification Areas within Pennsylvania

	Number Responding	Teacher Education Program Characteristics*					Mean Rating for Teaching Skill and Ability Statement		
		Part and Total Mean Scores					Importance	Development	Use
		A	B	C	D	Total			
Accounting	7	5.6	6.7	7.7	2.6	22.6	3.4	2.9	1.8
Agriculture	4	6.0	7.2	7.4	2.8	23.5	3.5	2.9	1.8
Art	44	5.4	7.2	8.6	3.8	25.0	3.5	3.0	1.8
Biology	21	5.9	6.9	7.1	3.7	23.6	3.4	2.9	1.8
Chemistry	6	6.7	6.7	8.7	4.8	26.8	3.5	2.7	1.7
Communication	9	5.0	6.8	8.6	2.6	22.9	3.6	2.1	1.8
Cooperative Education	2	7.5	6.5	8.0	3.5	25.5	3.7	3.5	1.8
Data Processing	1	4.0	6.0	2.0	2.0	14.0	3.5	3.1	1.8
Driver Education	2	6.5	8.5	7.5	4.5	27.0	3.0	2.7	1.7
Early Childhood	22	6.2	7.6	6.6	3.9	24.4	3.5	3.0	1.8
Earth and Space Science	8	5.5	7.0	7.1	3.8	23.4	3.4	2.9	1.8
Elementary	358	5.9	6.3	6.0	3.3	21.4	3.6	3.1	1.8
Elementary Library Science	6	7.0	4.8	4.5	1.7	18.0	3.6	2.7	1.7
Emotionally Disturbed	26	5.3	5.5	5.0	2.5	18.3	3.6	3.0	1.8
English	67	6.0	7.1	7.2	3.4	23.7	3.6	3.0	1.8
French	7	8.0	5.9	8.1	3.0	25.0	3.7	3.1	1.9
General Science	7	5.0	7.9	6.1	3.4	22.4	3.6	2.9	1.9
German	6	4.3	4.3	4.7	1.2	14.5	3.5	3.1	1.8
Health	2	6.5	5.5	5.5	5.0	22.5	3.1	2.5	1.6
Health and Physical Education	52	6.2	6.8	6.5	3.6	23.1	3.5	3.0	1.8
Hearing Impaired	8	4.6	5.3	5.6	2.6	18.1	3.7	3.0	1.8
Industrial Arts	33	5.8	5.6	5.5	3.1	20.1	3.3	2.8	1.8
Latin	1	6.0	10.0	10.0	3.0	29.0	3.5	3.2	1.8
Library Science	20	6.1	5.2	5.3	3.0	19.6	3.7	2.8	1.7
Marketing	2	7.0	2.5	2.0	3.0	14.5	3.7	2.9	1.8
Mathematics	73	5.9	6.5	6.9	3.7	23.1	3.5	2.9	1.8
Mentally and/or Physically Handicapped	16	6.1	6.1	7.4	2.8	22.4	3.4	3.0	1.8
Mentally Retarded	80	6.1	5.9	5.5	3.3	20.9	3.7	3.2	1.8
Music	55	6.4	6.4	6.4	3.3	22.5	3.5	2.9	1.8
Physically Handicapped	6	6.2	7.2	7.3	4.7	25.3	3.0	2.9	1.8
Physics	2	7.0	7.0	7.0	2.5	23.5	3.4	2.6	1.9
Physics and Mathematics	1	4.0	9.0	14.0	3.0	30.0	3.3	2.7	1.7
Reading Specialist	26	6.0	5.8	6.3	2.9	21.0	3.7	3.1	1.9
Secretarial	11	6.5	6.6	7.2	2.5	22.8	3.5	2.9	1.7
Social Studies	30	5.8	6.6	7.0	3.4	22.1	3.5	2.9	1.8
Spanish	11	5.6	5.7	7.7	2.6	21.7	3.7	3.2	1.8
Speech Correction	19	6.5	5.9	4.7	2.7	19.9	3.7	3.1	1.7
Typewriting	7	5.1	5.6	5.4	4.0	20.1	3.6	3.0	1.7
Visually Impaired	2	7.0	10.0	7.5	2.5	27.0	3.5	3.0	1.8
Other	48	5.9	6.9	7.0	3.0	22.8	3.6	2.9	1.8

*A = Program Objectives
B = Instruction
C = Student Evaluations
D = Program Development

Introduction. The purpose of this questionnaire is to help your college and the Department of Education further improve teacher education. Having just completed your pre-service preparation, you are in a unique position to comment on teacher education, its effects and 22 statements of teaching skills and abilities. All first year teachers in Pennsylvania are being surveyed. Please complete all parts of the questionnaire and return it directly to the Department of Education in the attached envelope.

Did you complete your college certification program between November 1975 and September 1976? If Yes, please continue. If No, please don't complete or return the questionnaire.

Please check: Yes ☐ or No ☐

Do you have or have you been recommended for a Pennsylvania Instructional I public school certificate? If Yes, please continue. If No, please don't complete or return the questionnaire.

Please check: Yes ☐ or No ☐

Form Identification Number. Please print the last six (6) digits of your Social Security number here.

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1. Print the code for the college or university which recommended you for certification. (See back of cover letter for codes.)

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2. Print the code for the major certification area in which you now teach. (See back of cover letter for codes.)

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3. Was your teacher certification program undergraduate or graduate? (Please circle only the number which shows the program in which you completed minimum certification requirements)

Undergraduate 1
Graduate 2

4. Were you able to accelerate completion of your teacher certification program based on previously developed abilities or life experiences?

Yes 1
No 2

TEACHER EDUCATION PROGRAM CHARACTERISTICS

Directions. Below are some characteristics of teacher education programs. Please circle the number of the response (mostly, often, occasionally, never) which best describes the extent to which each statement characterizes your teacher education program's professional component. The professional component includes only those courses and experiences which deal specifically with teacher preparation, not general liberal arts courses, an academic major in a subject other than education, or free electives.

Please circle only ONE number for each of the 20 program characteristics.

		MOSTLY	OFTEN	OCCASIONALLY	NEVER
The program's objectives were:	1. broad goal statements	1	2	3	4
	2. specific learning outcomes	1	2	3	4
	3. assignments and activities	1	2	3	4
	4. presented to you in advance	1	2	3	4
The instruction was:	5. adapted to individual rates of learning	1	2	3	4
	6. paced by the amount of subject matter to be covered	1	2	3	4
	7. derived from field-centered experiences	1	2	3	4
	8. provided through campus-centered courses	1	2	3	4
The evaluations of you were:	9. conveyed by the instructor	1	2	3	4
	10. facilitated indirectly by the instructor	1	2	3	4
	11. through written examination	1	2	3	4
	12. of actual performances of skills or abilities	1	2	3	4
The program was:	13. scheduled by your instructors, regardless of your readiness	1	2	3	4
	14. on campus	1	2	3	4
	15. scheduled yourself when ready	1	2	3	4
	16. conducted at field or clinic sites	1	2	3	4
	17. modified because of student reactions	1	2	3	4
	18. developed cooperatively by college instructors, practicing school teachers and fellow students	1	2	3	4
	19. a sequence of specific courses	1	2	3	4
	20. planned by college instructors	1	2	3	4

FORM IDENTIFICATION NUMBER - Please print the last six (6) digits of your Social Security Number here.

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TEACHING SKILL AND ABILITY STATEMENTS

Directions. Below are 22 statements on teaching skill and ability. For each, please indicate (a) your opinion about its importance to teaching, (b) the extent to which you have developed the skill or ability and (c) whether you have used the skill or ability in your teaching so far. Please circle the appropriate response in each column. The meanings for each response are as follows:

Importance	Development	Use
1. high importance	1. well developed	1. has been used
2. moderate importance	2. moderately developed	2. has NOT yet been used
3. minimal importance	3. minimally developed	
4. no importance	4. not yet developed	

At the beginning of the first year of teaching, teachers should be able:

	Importance				Development				Use	
1. To use questions which will cause pupils to think critically	1	2	3	4	1	2	3	4	1	2
2. To give clear, explicit directions to pupils	1	2	3	4	1	2	3	4	1	2
3. To use standardized and self-made evaluation and data collection techniques as an integral part of the total learning experience.	1	2	3	4	1	2	3	4	1	2
4. To determine which pupils are having difficulty in reading for purposes of appropriate referral or adjusting instruction	1	2	3	4	1	2	3	4	1	2
5. To relate school learning and experiences to the pupil's nonschool world.	1	2	3	4	1	2	3	4	1	2
6. To create classroom environments which support directed and nondirected learning	1	2	3	4	1	2	3	4	1	2
7. To conduct classes which develop positive attitudes toward learning	1	2	3	4	1	2	3	4	1	2
8. To recognize sex stereotypes in instructional methods and materials	1	2	3	4	1	2	3	4	1	2
9. To use specific techniques for developing intergroup and cross-cultural understandings	1	2	3	4	1	2	3	4	1	2
10. To use knowledge of a pupil's social and ethnic background to promote his/her healthy self-concept	1	2	3	4	1	2	3	4	1	2
11. To use a variety of motivation techniques appropriate to the pupil's development	1	2	3	4	1	2	3	4	1	2
12. To use effectively a variety of teaching materials, media and instructional groupings appropriate to the instructional objectives	1	2	3	4	1	2	3	4	1	2
13. To design learning experiences which will encourage students to use basic study and learning skills.	1	2	3	4	1	2	3	4	1	2
14. To use data about pupil progress and attitudes to modify one's classroom practices	1	2	3	4	1	2	3	4	1	2
15. To identify pupil behavior which differs significantly from "normal" behavior for purposes of obtaining special assistance	1	2	3	4	1	2	3	4	1	2
16. To identify a particular pupil's development for purposes of using appropriate vocabulary, objectives and subject matter	1	2	3	4	1	2	3	4	1	2
17. To identify an individual pupil's personal and scholastic needs.	1	2	3	4	1	2	3	4	1	2
18. To identify ways the pupil's peer group influences him/her.	1	2	3	4	1	2	3	4	1	2
19. To identify the local, state and federal agencies, agents and laws which directly or indirectly affect the quality of professional actions at the local level	1	2	3	4	1	2	3	4	1	2
20. To recognize and respond appropriately to the interaction between one's personal values and those of professional colleagues and the community.	1	2	3	4	1	2	3	4	1	2
21. To determine the consistency of one's own educational practices with his/her professional convictions	1	2	3	4	1	2	3	4	1	2
22. To use knowledge of group dynamics in the classroom	1	2	3	4	1	2	3	4	1	2